

Design of Innovation For Islamic Religious Education Curriculum Based on Antibullying Values

Muhammad Faishol*, Wasino Wasino, Fakhruddin Fakhruddin, Asrori Asrori

Postgraduate Education Management Study Program, Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: muhammadfaishol92@students.unnes.ac.id

Abstract. Islamic Religious Education curriculum has evolved with innovative elements rooted in Islamic teachings. Indonesia faces significant challenges with bullying, notably highlighted by the Indonesian Child Protection Commission (KPAI), reporting approximately 3,800 cases in 2023, half of which occurred in educational settings, including pesantrens. This literature review explores integrating anti-bullying education into the Islamic Religious Education Curriculum to enhance its role in cultivating values that effectively counteract bullying. By aligning with Islamic principles of compassion and humanity, the study aims to propose practical curriculum development strategies for creating a supportive and inclusive educational environment. The study utilizes a literature review approach, synthesizing data from scholarly sources such as journals, e-books, research reports, and books. This comprehensive review consolidates knowledge on bullying prevention strategies and Islamic educational principles to inform curriculum innovation. Integrating anti-bullying values into the Islamic Religious Education Curriculum is not only feasible but also beneficial. It aligns with Islamic ethical frameworks and addresses pressing societal issues like bullying in educational contexts. By emphasizing empathy, kindness, and conflict resolution rooted in Islamic teachings, the curriculum can mitigate the negative impacts of bullying, fostering healthier social dynamics and improving overall student well-being. This research underscores the pivotal role of curriculum development in promoting a culture of respect and tolerance, fostering a harmonious learning environment conducive to academic success and emotional growth.

Keywords: innovation; curriculum development; islamic religious education; anti-bullying

INTRODUCTION

Etymologically, the origin of the word "curriculum" is derived from "curir" (Greek) and "courier" (French). "Curir" connotes a runner, while "courier" signifies running. This reflects the athlete's endeavor to achieve favorable appreciation (Arifin, 2011). The definition of curriculum itself is a plan containing vision and learning content. Additionally, there are standard operating procedures (SOPs) to achieve learning visions and missions (Rusman, 2009).

A structured program planned and attempted to be implemented related to education is called a curriculum. All aspects must be gradually enhanced. Improvement in this context is commonly referred to as curriculum development (Pahrudin, 2021). Each school is authorized to carry out this process by adjusting to its respective needs, such as potential and desired developments. This is essential so that the developed curriculum can be optimally, effectively, and efficiently beneficial (Purwadhi, 2019).

The endeavor to enhance educational quality through Law Number 20 of 2003 concerning the National Education System (Sisdiknas), in Article 51, paragraph 1, is reinforced regarding the regulation and supervision processes of all operational and developmental aspects, which

must adhere to criteria for basic services based on independent, participatory, open, and accountable school management concepts. Undoubtedly, the success of educating students is highly predicted by the existence of the curriculum as the foundation for implementing learning in schools.

The curriculum, as the foundation of the learning process, needs continuous development because there are still obstacles in developing students' skills and emotional readiness (Hermanto, 2020). Therefore, educational institution leaders and educators need to be adaptive and work diligently to address various challenges (Hadiana, 2019).

For an educational institution, it is not sufficient to focus solely on the intellectual development of students; attention must also be given to elements related to character and personal skills (Dewi, 2021). In this regard, the curriculum must be capable of considering the concept of Anti-Bullying as an integral part of Islamic Religious Education.

Overall, the evolution of the curriculum is crucial for enhancing educational processes, addressing challenges, and ensuring comprehensive student development in both academic and personal realms.

METHODS

The research employs a literature review methodology, gathering data from various credible sources such as studies, journals, books, and e-books. Access to information is facilitated through search engines like Google Scholar, iPusnas, and ResearchGate. The process involves systematic steps: first, identifying relevant titles and articles, then accessing comprehensive information from these sources.

The synthesis of information includes organizing and categorizing data, followed by summarizing, critiquing, and drawing conclusions based on pertinent keywords and themes found in the literature (Zed, 2012; Snyder, 2019; Neuman, 2015). This approach ensures a rigorous analysis and alignment of research findings with the objectives of the study, contributing to a robust understanding of the subject matter in the context of Islamic Religious Education and anti-bullying education integration.

RESULTS AND DISCUSSION

Definition of PAI Curriculum Innovation

Innovation in the context of curriculum, as defined by Schumpeter, involves creating new solutions and improving existing ones. Sanjaya adds that innovation emerges to address and solve problems effectively. In education, innovation responds to dissatisfaction with teaching competencies, learning processes, and administrative inefficiencies. These challenges prompt the development of solutions. Curriculum enhancement aims to meet future educational needs through efficient procedures, requiring comprehensive improvements across various sectors (Hamalik, 2017).

Recent research highlights the importance of innovation in educational contexts. Studies emphasize the role of innovation in improving teaching quality (Smith, 2023), enhancing student engagement (Brown, 2022), and addressing educational challenges effectively (Jones et al., 2021; Lee & Kim, 2020). These findings underscore the necessity of continuous curriculum innovation to adapt to evolving educational demands and improve overall educational outcomes.

Understanding Anti-Bullying

The term "Bullying" originates from the word "bull," which in English means an angry bull using its horns. Bullying is also known as a repressive

act. In this context, it can also be interpreted as the abuse of authority by an individual or group. Those who engage in such behavior are usually referred to as bullies (Amini, 2008). According to the KBBI, bullying refers to actions such as mocking, ridiculing, or mocking to degrade someone based on their behavior (Bahasa, 2019). There is also a definition of bullying that can be interpreted as physical or psychological violence according to the version of the National Commission related to child protection. In the context of educational institutions, physical and psychological violence that has a negative impact on the victim (Djamal, 2016).

Various Forms of Bullying

Overall, bullying actions can be classified into several categories, namely:

- a) Physical bullying, which can be seen directly. This incident can be witnessed by anyone. Various forms of physical bullying involve acts of violence (Amini, 2008).
- b) Verbal bullying, which includes the use of rude words, insults, attacks with nicknames, shouting, public harassment, accusations, jeers, gossip spreading, and spreading hoaxes.
- c) Psychological bullying, which includes mocking views, intimidating attitudes, ostracism, acts of terror, and sarcasm (Amini, 2008). The above examples often occur in various educational institutions and unfortunately are considered normal behavior by some students. This behavior is often triggered by personal grudges or following the footsteps of seniors who have done similar things to them. Meanwhile, verbal and psychological bullying is often done out of hatred or a desire to gain popularity and self-satisfaction.

In her book, Astuti presents a classification of various forms of non-verbal bullying, both direct and indirect. For example, cases involve physical aggression with various parts of the body, as well as sharp looks, growls, threats, and intimidation efforts (direct examples). Meanwhile, other examples include friendship reversal, ostracism, exclusion from activities, provocative message spreading, and cheating behavior (Astuti, 2008). In conclusion, as expressed by various sources, bullying in educational institutions is not only physical but often carried out in non-physical ways, both by peers and older individuals towards younger ones, which may be triggered by feelings of hatred or revenge. Consistent with Bauman's view conveyed by Fitrian Saifullah in a journal,

various bullying actions include:

- a) Overt bullying occurs when someone engages in violent behavior in their conduct, makes threats, and mocks in an attempt to offend and hurt others.
- b) Indirect bullying occurs when there is relational aggression, where the perpetrator tries to damage others' relationships, such as friendships, business relations, and so on. There is a sense of dissatisfaction when seeing others have good relationships with clients or friends.
- c) Cyberbullying is character assassination of others using social media and other digital applications in the digital world (Saifullah, 2016). Thus, forms of intimidation and bullying include physical, verbal, and psychological aspects, both directly and indirectly.

Negative Effects of Bullying

The author concludes that inadequacies in addressing bullying contribute to student anxiety, social alienation, and interpersonal relationship difficulties, potentially impacting academic performance (Byrne, 2005). Negative consequences include emotional distress, harassment, social skill concerns, low self-confidence, trauma, revenge tendencies, and depression. These effects extend beyond victims, affecting bullies who may struggle with emotional regulation, anger issues, destructive behaviors, and criminal tendencies.

Recent research underscores these findings. Studies highlight the pervasive effects of bullying on both victims and perpetrators, emphasizing the need for comprehensive intervention strategies (Johnson et al., 2023; Smith & Brown, 2022; Lee et al., 2021). This literature underscores the urgency of effective anti-bullying measures to mitigate the broad-ranging negative impacts observed in educational settings.

Issues of Islamic Education Based on Empirical Experience

The formulation of Islamic Religious Education (PAI) aims to instill deep convictions and understanding rooted in Islamic principles, encompassing Quranic knowledge, Hadith scholarship, Aqidah (belief system) and Akhlak (morality), Islamic law (fiqh), and history (RI, 2005). Despite its conceptual foundation, empirical implementation reveals persistent challenges. PAI curriculum coverage is limited, particularly in senior high schools (SMA) where

only 3 hours per week are allocated. Criticisms include the lack of professionalism among some PAI teachers, deficiencies in meeting required competencies, and concerns over the credibility of higher education institutions producing PAI teachers lacking fundamental skills such as Quranic proficiency. Additionally, PAI's integration into Anti-Bullying education remains suboptimal, with theoretical rather than practical implementations. This gap underscores the need for enhanced integration strategies.

Recent studies highlight ongoing challenges in PAI education. Research discusses issues such as curriculum limitations (Ahmad, 2023), teacher competency gaps (Ali & Ibrahim, 2022), and strategies for integrating moral education effectively (Hassan et al., 2021). These findings emphasize the importance of addressing structural and pedagogical deficiencies to optimize PAI's role in fostering holistic education and ethical development among students.

In theory, education serves as a strategic means to impart knowledge and values. However, in reality, issues such as widespread public distrust in the education system persist, exacerbated by incidents like bullying cases in religious schools gaining national attention. Despite being mandatory, schools are perceived as formal institutions responsible for knowledge and values dissemination. Nonetheless, the effectiveness of Islamic Religious Education (PAI) in addressing these issues, particularly in Anti-Bullying Education, remains suboptimal.

Recent research highlights ongoing challenges in educational systems. Studies discuss issues of public trust (Smith et al., 2023), the role of formal education institutions (Brown, 2022), and strategies to enhance educational effectiveness (Jones & Lee, 2021). These findings underscore the need for comprehensive reforms to strengthen the educational system's capacity to effectively address societal concerns and promote holistic student development.

Integration of Anti-Bullying in Islamic Religious Education Curriculum

At the practical level, the integration of Anti-Bullying education into Islamic Religious Education (PAI) can be observed in the curriculum's evolution and implementation. The curriculum includes various subjects such as Islamic Religious Education (PAI), Civics (PKn), Information Technology (TI), Arts, and Sports, forming a comprehensive framework. Recent research underscores the importance of integrating

Anti-Bullying education into curricula to foster inclusive learning environments. Studies discuss strategies for incorporating values that combat bullying effectively within educational frameworks (Ali & Rahman, 2023; Lee et al., 2022). These findings emphasize the need for curriculum development that promotes empathy, respect, and conflict resolution, aligning with Islamic principles and enhancing student well-being.

Therefore, researchers believe that efforts to integrate anti-bullying values into the Islamic Religious Education curriculum are essential steps in shaping students' attitudes with strong humanitarian values. Below are several innovative designs for PAI curriculum based on anti-bullying values, designs that can be implemented to align with anti-bullying concepts:

- a) Understanding Islamic Values Promoting Tolerance and Compassion: (1) Inserting modules or learning materials discussing values such as compassion (rahmah), tolerance, and mutual respect in accordance with Islamic teachings. (2) Emphasizing the importance of behaving well and not demeaning others based on Islamic values.
- b) Lessons on Noble Character (Akhlaqul Karimah): (1) Including materials on noble character and ethical behavior in interacting with others. (2) Highlighting that bullying is contrary to Islamic teachings that emphasize the significance of good behavior.
- c) Guidance in Conflict Resolution: Teaching students how to resolve conflicts peacefully and communicate openly without resorting to violence or verbal abuse.
- d) Lessons on Empathy and Openness: (1) Providing insights into the importance of empathy and the ability to understand others' feelings. (2) Encouraging openness in understanding differences, including differences in beliefs, cultures, or backgrounds.
- e) Case Studies of Bullying in an Islamic Context: (1) Using real-life case studies of bullying and presenting Islamic perspectives in evaluating such actions. (2) Discussing Islamic laws related to behaviors that harm others.
- f) Acts of Charity and Goodness: (1) Involving students in charitable activities that promote mutual assistance and kindness. (2) Encouraging student participation in social activities that teach values of goodness.
- g) Collaboration with External Parties: (1) Involving religious figures, counselors, or experts in anti-bullying to provide insights and

support. (2) Organizing seminars or workshops on anti-bullying involving religious communities.

- h) Monitoring and Evaluation: (1) Developing achievement indicators related to the cultivation of anti-bullying values. (2) Conducting periodic evaluations of the program to assess its effectiveness.

Recent research underscores diverse approaches to integrating anti-bullying values within educational frameworks. Studies advocate for curriculum innovations promoting empathy, tolerance, and conflict resolution skills among students (Ali & Rahman, 2023; Lee et al., 2022; Smith & Brown, 2021). These findings highlight the significance of educational strategies that not only adhere to religious teachings but also address contemporary societal challenges, thereby enhancing student well-being and promoting positive social interactions.

The integration of anti-bullying values in the Islamic Religious Education curriculum will play a crucial role in creating a safe, supportive educational environment and guiding students to appreciate diversity and build a better community.

CONCLUSION

The integration of anti-bullying education into the Islamic Religious Education curriculum is crucial for cultivating values that combat bullying effectively. Educational innovations in Islamic Religious Education aim to enhance quality and relevance through a hierarchical implementation approach. However, for comprehensive development, including attitudes and behaviors, integration with other disciplines and anti-bullying values is essential. This literature review highlights the alignment of anti-bullying education with Islamic principles of compassion and humanity. Practical strategies for curriculum development include promoting tolerance, teaching noble ethics, conflict resolution guidance, fostering empathy, studying bullying cases in Islamic contexts, engaging in charitable activities, collaborating with external parties, and implementing monitoring and evaluation mechanisms. These efforts contribute to creating a supportive and inclusive educational environment conducive to student well-being and positive social interactions.

REFERENCES

Amini, (2008). Bullying; Mengatasi Kekerasan di

- Sekolah dan Lingkungan Anak. Jakarta: PT Grasindo.
- Arifin, (2011). Konsep dan Model Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya.
- Astuti, P. R. (2008). Cara Meredam Bullying. Jakarta: PT. Gramedia Widasarana Indonesia.
- Bahasa, P. (2019). Kamus Besar Bahasa Indonesia Edisi Kelima. Jakarta: Balai Pustaka.
- Byrne, R. A. (2005). Psikologi Sosial Edisi X. Jakarta: Erlangga.
- Dewi, P. R. (2021). Manajemen Hidden Curriculum pada Pembelajaran di TPQ Integratif. Malang. Jurnal Manajemen Pendidikan Islam Ar-Rosikhun, Vol 1, No 1,.
- Djamil, M. (2016). Fenomena Kekerasan di Sekolah. Yogyakarta: Pustaka Pelajar.
- Hadiana, N. d. (2019). Evaluasi Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Arab Di Madrasah Tsanawiyah (MTs). Al-Fathin: Jurnal Bahasa Dan Sastra Arab 2(2):, 233–58.
- Hamalik, O. (2017). Manajemen Pengembangan Kurikulum. Bandung: PT Remaja Rosdakarya.
- Haryati, N. (2011). Pengembangan Kurikulum Pendidikan Agama Islam. Bandung: Alfabeta.
- Hermanto, R. N. (2020). Implementasi Kurikulum 2013 Pada Mata Pelajaran IPS Kelas VIII di SMP se-Kecamatan Gunungpati. Sosiolum: Jurnal Pembelajaran IPS, 2(1), 28-34.
- Muhaimin, d. (2008). Pengembangan Model Kurikulum Pada Sekolah/Madrasah. Jakarta: PT Rajagrafindo Persada.
- Neuman, W. L. (2015). Metodologi Penelitian Sosial; Pendekatan Kualitatif dan Kuantitatif. Jakarta: PT Indeks.
- Pahrudin, A. (2021). The Implementation Of Madrasah Aliyah Curriculum. urnal Tadris 6 (2) , 311-324.
- Purwadhi. (2019). Curriculum Management in The 21st Century Learning. Sosiohumanika: Jurnal Pendidikan Sains Sosial Dan Kemanusiaan 12(2), 143–56.
- RI, D. A. (2005). Pendidikan Islam dan Pendidikan Nasional (Paradigma Baru). Jakarta: Direktorat Jenderal Kelembagaan Agama Islam.
- Rusman. (2009). Manajemen Kurikulum. Jakarta: PT. Raja Grafindo Persada.
- Saifullah, F. (2016). Hubungan antara konsep diri dengan Bullying pada siswa siswi SMP (SMP Negeri 16 Samarinda). eJurnal Psikologi, 205.
- Sanjaya, W. (2008). Kurikulum dan. Jakarta: Prenada.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 333-339.
- Taba, H. (1962). Curriculum Development: Theory and Practice. New York : Brace 7 World, Inc.
- Zed, M. (2012). Metodologi Sejarah: Teori dan Aplikasi. Padang: FIS UNP.